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ABSTRACT

This publication is a guide to assessing the competence of prospective foreign language teachers with respect to their subject area in California. The guide was developed as part of a state-wide response to legislated entry and exit standards for teachers in elementary and secondary schools. A preface stresses the importance of quality education in the foreign languages and the role of assessment of prospective teachers in that effort, and section 1, an introduction, describes the regulations and Executive Orders that are the basis for the guide. The second section covers unity of purpose among the diversity of programs, subject matter competency assessment, and assessment process and design. The next section establishes two categories of competencies--first, generic competencies which are fundamental to all disciplines and, second, specific foreign language competencies which include language proficiency, knowledge of culture and society, language analysis, and command of spoken English. The fourth section discusses general guidelines and instruments of assessment including classroom observation, interviews, portfolios, testing, capstone courses, academic transcripts and letters of recommendation. The final section treats recommendations related to resource and administrative issues. Appended are three model assessment formats. (JB)

ED 361 999

SUBJECT MATTER ASSESSMENT GUIDELINES

OF

PROSPECTIVE FOREIGN LANGUAGE TEACHERS

Report of the Workgroup on Assessment of Single Subject Matter Competency of Prospective Foreign Language Teachers

CALIFORNIA STATE UNIVERSITY

1989-1990

CSU

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Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

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SINGLE SUBJECT MATTER ASSESSMENT OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS

Report of the California State University Workgroup on Assessment of Prospective Foreign Language Teachers

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Spring-Summer-Fall, 1989

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Dear Reader:

Nota Bene - The footnote in the Preface of this booklet refers to a report from the California Foreign Language Teacher Preparation Project. That report has not been printed yet; it is likely to be printed sometime in the spring of 1990. At that time it will be sent to CSU libraries and CSU foreign language departments.

PREFACE

As we enter the last decade of the twentieth century, informed reports tell us that in California there will be large turnovers in the ranks of California teachers due to retirements. One important question to ask is: How do we want the new teachers, who will step into the many vacancies, to be trained? This is a particularly significant question in the field of foreign language teaching, since there is a new movement in the profession to emphasize communication over language structure. Teacher candidates, of course, must have knowledge about the structure of the language they will teach. More important, however, is to assure that they possess competencies in use of the language. Moreover, assessment of teacher candidates' language competencies and their knowledge of subject matter content must be a concern of those responsible for the teacher candidates' training. Thus, new training emphases and assessments must accompany 1990 and continue into the 21st century.

Subject matter assessment is part of a larger, continuing effort to improve education. Specifically, a sound subject matter assessment program will improve the preparation of future teachers and, consequently, the quality of instruction in the public schools. In this connection, the California Foreign Language Teacher Preparation Project, funded by the California PostSecondary Commission in 1988-89, produced a document in which foreign language teachers from both northern and southern California outlined components in three areas: the undergraduate major, the foreign language methods course, and the apprentice teaching experience of teacher candidates. We suggest that the reader review the recommendations and rationales of that document[1].

Careful formulation and implementation of a program of subject matter assessment will help inform concerned citizens and their elected representatives about the competencies needed for effective performance in the foreign language classroom. Such a program will provide reassurance that the academic community,

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1. Copies of the Foreign Language Teacher Preparation Project may found in several locations, among them the CSU libraries and CSU Foreign Language Departments at all campuses.

given an appropriate level of financial support, is committed to increasing its professional responsibility for quality assurance in the preparation of teachers.

An individual assessment program, based on multiple measures at various points in the student's academic career, increases the likelihood that subject matter deficiencies will be identified and corrected in a timely manner. Such a program will help students better understand the level of competency needed for successful teaching and thus re-evaluate their commitment to the profession. A well designed assessment process will exclude unqualified candidates from teaching careers; more importantly, it will assure that successful teacher candidates possess the subject matter competencies they need in the classroom. Thus, foreign language faculty members must be vigilant in the assessment process to assure that only qualified candidates are recommended for entrance into the teacher education program.

Systematic review of assessment data will facilitate continuous evaluation of a foreign language curriculum. Working together, faculty members can use these data to improve both curriculum content and instructional methods. The success of these efforts is expected to improve the subject matter preparation of future teacher candidates.

In student teacher placement and supervision, the foreign language department and the school or department of education must cooperate in planning and actual supervision. Greater articulation between foreign language departments and schools or departments of education requires faculty from both academic areas to be involved in the teaching of methods courses, as well as in the placement and supervision of student teachers.

Lack of public confidence in the schools has stimulated external demands for improved teacher preparation. Careful assessment of subject matter preparation will assure legislators and the public that future teachers are indeed well qualified to assume their teaching responsibilities. It is important that faculty members make assessment procedures known and understood outside the university. For instance, it may be useful to open some of these assessment procedures to outside observers and to invite external evaluators to participate in candidate or portfolio reviews.

Finally, it is important that adequate funding be provided to support the assessment program. An effective and comprehensive subject matter assessment program will require a substantial commitment of funds. Failure to provide this support will seriously jeopardize results.

FOREIGN LANGUAGE
SINGLE SUBJECT MATTER ASSESSMENT GUIDELINES
OF
THE CALIFORNIA STATE UNIVERSITY
1989

I. INTRODUCTION

The 1980s brought a renewed interest across the country in teacher preparation. Along with the renewed interest in teacher training, the foreign language teaching profession has been developing new views about what kind of teaching should take place in the foreign language classroom. In the same decade, at the national level, the American Council on the Teaching of Foreign Languages (ACTFL) sponsored the development of foreign language proficiency guidelines and provisional guidelines for foreign language teacher education. These guidelines favor the use of a proficiency-based approach to language teaching and the development of teachers who can deliver this type of approach to second language acquisition.

In a 1989 publication of the National Governors' Association entitled: America in Transition: The International Frontier, a task force on international education, chaired by Governor Gerald L. Baliles of Virginia, boldly stated that "In 1989, the United States is not well prepared for international trade. We know neither the languages, the cultures, nor the geographic characteristics of our competitors". The report goes on to state that "the imperatives are clear: It is time to learn languages. It is time to learn geography. It is time to change our thinking about the world around us. For we cannot compete in a world that is a mystery 'Beyond our Borders.' " Thus, one can see that there is a national complaint that America is losing its "competitiveness" in world markets. One of the reasons cited for this problem is the generally monolingual attitude of most Americans. And one of the solutions to this linguistic deficiency is to require more effective foreign language studies in American schools and/or more study abroad opportunities. In fact, the report recommends that all university graduates be conversant in a foreign language. It is generally recognized that to become conversant in a foreign language, one needs to study and practice the language for much longer than the traditional two years.

In the same report, the task force of the National Governors' Association states that "an effective program to improve international education must begin in the elementary schools and continue throughout the formal education process." One of the bold-print objectives listed in the report is that "More of our students must gain proficiency in foreign languages. Knowledge of other languages is essential for business and trade with economic competitors. Foreign language study also can be an important bridge to the understanding of other countries and cultures." To meet such an objective, American colleges and universities must provide the best possible program for the development of teachers who are functionally competent in the use of the foreign language they will teach and who have a solid grasp of the culture of the target language.

In California, the Superintendent of Public Instruction states that, in reference to learning foreign languages, "the world has become too small, too interdependent, and too competitive a place -- economically, socially, and politically -- for the average American to continue to wander through it tongue-tied and uncomprehending." (Foreign Language Framework, California State Department of Education, Sacramento, 1989). In this same document the state superintendent enthusiastically endorses the main theme of the Foreign Language Framework: that foreign language instruction should be communication-based. To achieve such a goal, new foreign language teachers must be prepared for that goal. The goals and objectives set forth in the new Foreign Language Framework must be reflected in the preparation of new foreign language teachers at all teacher training institutions. New guidelines must be prepared to help the faculty at these institutions design the appropriate instruction that will prepare new foreign language teachers.

In keeping with these goals, there is concern in the State of California that public school teachers be prepared in the most competent fashion. In 1986, after the results of the inquiry of a specific task force concerning recommendations for CSU standards for admission to and exit from teaching credential programs, Chancellor Ann Reynolds of the California State University issued an Executive Order (EO 476). EO 476 relates to the comprehensive assessment of teaching credential candidates. Part of the assessment process emphasizes the assessment of candidates while they are still in their foreign language major programs.

For admission to the professional program, each foreign language teacher candidate is to be evaluated in the areas of foreign language competency and knowledge of content. In regard to subject matter competency assessment, EO 476 states:

> The department or program for single subject or multiple subjects waiver programs shall certify, prior to admission of a student to student teaching, that the student has mastery of the subject matter appropriate to the credential objective and is prepared for student teaching. This responsibility extends to assessing the competence in subject matter, not only of students in the waiver program on the campus, but also of those candidates who have completed the waiver program elsewhere or who have passed the NTE. The appropriate departments or programs shall establish criteria and procedures for the certification of subject matter competence of the candidate. These departments and programs should maintain close communication with the School of Education as they develop procedures.

It is time for the CSU to develop a system of assessment of students who have declared their intent to pursue a foreign language teaching credential. The following guidelines, it is hoped, will serve as a general blueprint for all foreign language departments of each campus to establish **local** procedures for such assessment.

II. PRINCIPLES OF SUBJECT MATTER ASSESSMENT

A. **Diversity and Unity**

The CSU system is comprised of twenty campuses throughout the State of California, each of which is unique and has its own special features. The teaching faculties of each campus have forged the academic programs at their institutions. As a result, comparable programs will manifest a degree of diversity. In writing subject matter assessment guidelines, an attempt to preserve both the diversity and the unity of the twenty institutions is important. Assessment programs are needed which are designed to preserve heterogeneity and pluralism in both foreign language and education curricula, and in the ways these two academic areas cooperate with one another and with related disciplines on the various campuses. The following principles are the basis for these guidelines.

1. The commitment to diversity is based on a recognition that, within the CSU, our goal is not to transmit one single point of view as the sole content of a liberal education.

2. The commitment to diversity further preserves the ability of campuses to experiment with various approaches to the preparation of teacher candidates, and encourages campuses to develop curricula in response to the needs of their communities and area schools.

3. Individual campuses will have the prerogative to develop their own procedures of assessment. We recommend that assessment procedures focus on two main areas: a) competency in the target language, and b) subject matter knowledge (e.g . culture and linguistics of the target language).

4. The purpose of the assessment is to determine both the student's strengths as well as the areas in which further work is needed, and to suggest ways of overcoming identified deficiencies.

5. Formative assessment at regular intervals will allow evaluation of the prospective teacher's progress through the curriculum, and will provide maximum opportunity for appropriate corrective action prior to summative evaluation.

B. Subject Matter Competency Assessment

Since students from all campuses seek the California Single Subject Credential in a foreign language, some common ground for assessment across campuses is needed.

1. In foreign language study, the core areas of competency include: a) proficiency in the use of the target language, i.e., functional use of the four language skills (listening, speaking, reading and writing), b) conceptual knowledge of the target language itself (including grammar, vocabulary and phonology, among others), c) basic understanding of the principles of linguistics, and d) acquisition of substantial knowledge and appreciation of the target language culture, including its institutions, its fine arts and the day-to-day behaviors of its people.

2. Assessment of performance in foreign language is constantly gaining in specificity. For instance, the ACTFL guidelines for competency-based foreign language instruction continue to evolve. Thoughtful educators are aware that assessment methods often influence program design. This report reflects that awareness in setting forth recommendations for assessment design, within the framework of campus diversity.

3. Assessment procedures utilizing, as common descriptions of levels of proficiency, the ACTFL guidelines and the Statement on Competencies In Languages Other Than English Expected of Entering Freshmen will assure the placement of more proficiently prepared students in directed teaching. That is, a specified level of proficiency in language and subject content will help set a common-base standard for all beginning teachers. Substandard levels will be unacceptable for placement and supervision of teacher candidates.

C. **Assessment Process/Design**

The following principles are suggested to guide the development of CSU foreign language assessment programs:

1. Under these guidelines, authority and responsibility for assessment design should reside at the individual campus. It is appropriate that subject matter competency be assessed by the faculty rather than by the legislature or other government agencies.

2. Foreign language departments should work closely with schools or departments of education to design and implement subject area competency assessment.

3. Additional resources for the design and implementation of assessment programs may include: measurement experts (on or off campus), external evaluators, cross-campus consultants, community college faculty and administrators, high school faculty and administrators, as well as the credential candidates themselves and newly credentialed teachers.

4. Quality assessment programs for subject matter competency in foreign languages should include:

a. Multiple measures. A single test, observation, or interview does not provide a sufficiently reliable or valid basis for diagnosis.

b. Qualitative as well as quantitative methods of evaluation. Qualitative observations may be recorded using quantitative rating scales or numerical coding. Qualitative appraisals should be based on the systematic application of explicit criteria. Great care should be exercised in the interpretation of these qualitative judgments.

c. Evaluations in foreign language to cover both the content of the courses taken and the language skills developed by the individual student.

d. Assessment procedures to meet accepted standards of professional evaluation with respect to content or construct validity and reliability.

e. Independent ratings to enhance the reliability of criterion-based judgments. These independent judgments may provide useful diagnostic information to candidates. All qualitative judgments based on direct observations or interviews should involve at least two independent ratings.

f. Some contextualized performance observation. Contextualized performance assessment provides an opportunity for the candidate to demonstrate, in real life or simulated communicative settings, complex, integrated problem-solving behaviors rather than mastery of discrete points measured by traditional objective tests.

g. Assessment instruments to reflect cultural diversity. All future teachers need to be prepared to teach students from a variety of ethnic backgrounds, including students who have informally acquired substantial communicative skills in the target language.

5. The scheduling of subject matter assessment is an important consideration since assessment serves both formative and summative functions. Because of the need to make summative judgments, assessment programs may tend to focus on the

period immediately prior to entrance into the teacher education program. However, to be effective and useful in guiding student development, formative evaluation must be undertaken early in the student's undergraduate program and continued throughout credential training. Furthermore, foreign language specialists must participate not only in formative evaluation, but also in the final summative assessment which results in a recommendation for or against teacher certification.

a. Formative evaluation provides information regarding areas of strength and weakness in the candidate's subject matter preparation. In addition, a formative evaluation may help the student to re-evaluate the appropriateness of his or her decision to enter teaching. Campuses may use students' formative assessment results as a means for the teacher candidate to demonstrate previously acquired competencies which are equivalent to waiver course requirements. Moreover, it also serves as an important source of information to faculty for purposes of evaluating program effectiveness.

   Formative assessment should be followed by student advisement to establish clear and reasonable ways of making up deficiencies and satisfying subject area competency requirements. In some cases, a transcript review may suggest additional coursework prior to diagnostic evaluation.

b. Summative evaluation determines whether or not a teacher candidate is adequately prepared in all subject matter competency areas and ready to enter the credential program. Criteria for summative evaluation should be clear. Procedures must be established for teacher candidates who wish to appeal negative decisions.

6. Methods courses in foreign language teaching may vary markedly from campus to campus, depending on the size of the campus and the foreign language program. When teacher candidates have been assessed and are ready to enter the credential program, foreign language departments and schools or departments of education will be required to ensure that a methods course in foreign language teaching has been or will be provided as part of their teacher preparation. This is the

logical point of interface between the foreign language department and the college of education. Methods courses typically provided are: a) the language-specific course model (French, German, Spanish, etc.) taught by the the foreign language department as part of the waiver program, b) a generic foreign language methods course taught by the foreign language department, also provided as part of a waiver program, or c) one taught by the school or department of education. Whether taught by the foreign language department as part of the waiver program or offered by the school of education, the student's knowledge of the content of any methods course must be assessed to assure that the teacher candidate has learned the appropriate application of cultural content and language competencies in the classroom. In any of these three models it is important that both academic areas work closely together in developing the course syllabi and means of assessment.

7. During credential training, and in the final recommendation for certification or non-certification of teacher candidates, foreign language departments should remain cooperatively involved with schools or departments of education in the process of assessing the candidate's readiness for teaching. This cooperation is essential because a teacher candidate must be able to integrate pedagogy with content and demonstrate an appropriate level of understanding of how students acquire foreign language competencies and how the teacher fosters development of these competencies.

8. Some credentialed teachers -- for example, teachers with emergency or interstate reciprocity credentials and applicants for supplemental authorizations -- will not have completed waiver programs or will have taken the National Teachers Examination. At present, these teachers are not adequately assessed for subject matter competency. We recommend that subject matter assessement be extended to all those who apply for teaching credentials in California. Furthermore, those people who wish to obtain a supplementary authorization for a foreign language not normally taught under the auspices of a regular credential (languages such Portuguese, Chinese, Arabic, Sign etc.) must demonstrate the same levels of language competence and knowledge of all cultural areas, such as those described in these guidelines for the common foreign languages

taught with a regular credential. It will be the responsibility of each campus to devise the appropriate measures to ensure that the candidate has demonstrated those levels of competency and knowledge.

III. AREAS OF COMPETENCE

The Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, and Model Curriculum Standards, Grades Nine Through Twelve, and the Statement on Competencies in Languages Other Than English Expected of Entering Freshmen, Phase I--French, German, Spanish all identify the development of communicative competence as the primary goal of foreign language programs in California's public schools. Teachers, therefore, will be expected to provide classroom instruction and experience in listening, reading, speaking, writing, and cultural awareness leading to measureable proficiency.

Successful students of a traditional foreign language program are knowledgeable about the language they study. They perform well on achievement tests, and may be skilled in the analysis of literary themes and genres. Often such students MAY NOT be able to use language effectively in real-life situations, such as the difficulties arising from an illness in a foreign country, or a motor accident on a foreign highway, or a misunderstanding of a cultural group's customs.

Foreign language teacher preparation programs need to be rich in real-life language and to provide access to such language through a wide variety of resources, including authentic materials, that is, materials produced by the culture for the culture, such as: newspapers, magazines, advertisements, brochures, and imaginative literature, and, finally, technology (computers, film, video). Foreign language waiver candidates need to see and experience good modeling of techniques and strategies that promote language proficiency. Moreover, such programs should include training that helps new teachers to make effective use of language skills students may already possess. This training is particularly important for the large immigrant populations such as speakers of Spanish and Chinese.

Successful teacher candidates of any methodology that reflects a proficiency-based foreign language program can demonstrate functional ability in the language, e.g., they can initiate and pursue dialog on a variety of topics, and they can cope with unexpected circumstances. College and university foreign language programs, thus, must provide a curriculum designed to develop language competencies and complement that curriculum with an awareness of culture, familiarity with literature and history, a conceptual knowledge of the language itself, and a basic understanding of the principles of linguistics and language acquisition. As mentioned in the ACTFL Provisional Guidelines for Foreign Language Teacher Education, "approaches which confine language and grammar study to lower levels with culture and literature at higher levels may be less effective in producing the desired levels of language use." Therefore, functional use of languge should remain a significant focus throughout the curriculum in all courses. This curriculum should then be buttressed by training in cultural, historical, and literary foundations.

A. **Language Proficiency**

The foreign language teacher candidate must demonstrate competence in the following skills at a minimum level equivalent to the ACTFL Proficiency Guidelines at the "Advanced" level or Stage 3.1 in the Statement on Competencies.

1. Listening:
   a. ability to understand the main ideas of most speech in a standard dialect;
   b. ability to understand details on a variety of topics beyond the immediate situation.

2. Reading:
   a. ability to understand main ideas and facts of longer texts, including simple short stories, news items, personal correspondence and simple technical material written for general readers;
   b. ability to follow essential points on topics of special interest or knowledge;
   c. ability to comprehend facts in texts, such as those mentioned above, and make appropriate inferences.

3. Speaking:

a. ability to converse in a clearly participatory fashion;
b. ability to initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
c. ability to satisfy the requirements of school and work situations;
d. ability to narrate and describe with paragraph-length connected discourse.

4. Writing:
   a. ability to write routine social correspondence, cohesive summaries, and resumes as well as narratives and descriptions;
   b. ability to take notes;
   c. ability to write on a variety of topics, including informational business correspondence.

B. Culture and Society

The teacher candidate should possess a basic knowledge of the societies and cultures of the target language. The teacher candidate's knowledge of culture should be at a level corresponding to Stage 3.1 of the Statement on Competencies. As a minimum, students should know about the basic geography of the language areas, political parties and structures, economic foundations, and an awareness of salient aspects of the culture(s) which the language helps perpetuate. The committee urges all foreign language departments to recommend strongly that teacher candidates experience extended residence in the target language country.

Foreign language teacher candidates must demonstrate competency in the target language and display an equivalent proficiency with respect to the society/societies and culture(s) of that language. In order to fulfill this objective, departments must provide a program that integrates a broad range of experiences, including lectures, readings, films, and discussions, so as to acquaint their students with the everyday life and various aspects of the culture and society of the target language. Training must also aim at enabling them to process and interpret cultural phenomena. Finally, foreign language departments throughout the CSU system must offer programs which help teacher candidates to grasp the interrelationships, including differences and similarities, between their own and the target culture.

The Statement on Competencies considers cultural knowledge to be that which enables a person to function in the target culture in a manner which native speakers consider appropriate. Obviously, the structures behind culturally appropriate behavior are often complicated and are continually being acquired and refined. Thus, the language learner can be expected to exhibit increasing degrees of understanding such structures and to utilize them to perform in culturally appropriate ways. As with the acquisition of language, the teacher candidate will move along a culture continuum that parallels the language continuum presented in the Statement on Competencies.

At Stage 1, we can expect a conceptual understanding of the culture. At Stage 2, increasing conceptual understanding shows in partial control of observable culturally appropriate behaviors. At Stage 3, the learner will demonstrate sustained control of those behaviors. At Stage 4, the individual approximates a wide variety of culturally appropriate behaviors so that he/she can interact unobtrusively with natives.

Literature is perhaps the most traditional means for a foreign language candidate to develop cultural proficiency. In addition, literature provides good examples of language usage from the poetic to the colloquial. While the major emphasis of the literature curriculum may be on contemporary periods and genres, the teacher candidate's background must include a basic understanding of the historical foundations upon which those genres and periods rest. The student must demonstrate basic knowledge of literary criticism. The student should have at least a basic awareness of the interrelationship between literature and the intellectual/cultural environment and influences which help to form it, i.e., history, philosophy, education and politics. The literature of a particular language, however, provides only one important tool for discovering intellectual, moral, social, artistic, and political trends within a society.

1. In terms of general knowledge of culture, the foreign language teacher candidates must demonstrate:

   a. a knowledge about and ability to discuss and communicate to others general information pertaining to the patterns of daily life, social institutions (e.g., government, religion, the economic and educational systems, and leisure activities), class structure, and socially sanctioned values.

b. the ability to obtain useful and varied sources of information about the societies and cultures of the target language;

c. a general understanding of the historical roots of the society and an awareness of how its culture has developed. Teacher candidates must be able to recognize signs of cultural diversity within the society as they pertain to historical, political, geographical, and artistic phenomena.

d. a general understanding of the preconceptions which they may have about the target culture and society as well as how such preconceptions may hamper or otherwise influence their language learning and study of the society and its culture;

e. a general knowledge which enables them to comprehend and interpret various phenomena within the context of the target society and culture. Such a knowledge results from their ability to:

1. observe, compare, and inquire about cultural phenomena;
2. analyze and hypothesize about cultural phenomena;
3. synthesize and generalize - without stereotyping - about cultural phenomena;
4. distinguish between a native's intuition of a culture and the understanding of a non-native.

2. Specific to literature, the foreign language teacher candidates must demonstrate

a. ability to read literature as a way of exploring and interpreting human experience.
b. ability to select literary texts appropriate to levels of student learning that will convey significant insights into the target culture;
c. recognition of the relationship between literary works and their value in developing language skill; that sustained reading of authentic material with some elements slightly above the student's current stage of comprehension (commonly referred to as "I+1") contributes to the acquisition of language;
d. familiarity with children's and adolescents literature in the target language as well as with ethnic American literature, where appropriate.

Instructional practices demonstrated to be effective in enabling teacher candidates to acquire communicative competence and which motivate them to continue study are modeled in the basic language program. While traditional programs, literature usually represents a specialized sample of language and culture, in competency-based programs, literature encompasses a variety of sources including: postcards, handbill announcements, newspapers, magazines, journals, film, video, television, and radio. To prepare students for teaching foreign language in grades K-12, the department's program must provide instruction and resources to aid teacher candidates to develop their competency in this area. Program indicators of a successful departmental program include:

1. using materials and instructional approaches which present authentic cultural contexts;
2. requiring courses in culture and society as well as in literature and offering opportunities to take other classes pertaining to foreign cultures and societies taught by other departments (e.g., anthropology, art, history, sociology, etc.);
3. offering opportunities to acquire knowledge through contact with cultures, societies, and cultural traditions (e.g., literature) foreign to the student;
4. offering firsthand experiences in foreign cultures, societies, and their cultural traditions;
5. offering opportunities to study children's and adolescent literature of another culture as well as its more "classical" forms;
6. making use of modern resources (computers, film, video, interactive video, etc.) when studying foreign cultures and societies;
7. providing instructional approaches which utilize simulations, and other discovery and problem-solving techniques that are geared toward the explanation and resolution of cross-cultural conflict.

C. Language Analysis

In addition to the ability to use the language for pragmatic communication, the language teacher must possess knowledge about the structure of the language. The program must provide teacher candidates opportunities to acquire and demonstrate:

1. knowledge of the nature of language and the significance of language change and variation which occur over time, space, and social class;
2. knowledge of theories of first and second language acquisition and learning;
3. knowledge of the phonological, morphological, syntactical, and lexical components of the target language;
4. knowledge of how communication occurs in real life, to include:
   a. the contribution of grammatical and lexical elements in expressing basic function and notions of the target language within the context in which they occur;
   b. analysis of discourse and communication strategies.

Programs must prepare teacher candidates to understand both the elements of and the totality of language in order that they be able to know when and how to analyze and correct learner errors, but also to understand and implement appropriate discourse strategies and establish meaningful contexts necessary for teaching communication. Programs should thus be evaluated in terms of how they are preparing future teachers to view and explain linguistic elements as they contribute 'to real-life communication. Indicators of a well-designed program may include:

1. instructional approaches that reflect language as it is used to perform functions in real-life contexts;
2. opportunities to examine and use communicative strategies associated with the acts of listening, reading, speaking, and writing;
3. opportunitites to recognize and respond to features of discourse;
4. opportunities to recognize and respond to cultural connotations at the word level and at the discourse level;
5. opportunities for coursework in foreign language or other departments in at least one of the following areas: communication theory, second-language acquisition, discourse analysis, psycholinguistics, socio-linguistics, applied linguistics;
6. coursework to help prepare teacher candidates to understand linguistic, sociological, and psychological aspects of native speakers in the target language who are raised in English dominate cultures.

D. Oral Communication Competency in English

The candidate must demonstrate oral language competency in English equivalent to the ACTFL Proficiency Guidelines at the "Advanced" level or the Statement on Competencies at Stage 3 or above. This competency must be assessed by the time the candidate is ready to enter the credential program.

IV. SOURCES OF ASSESSMENT INFORMATION

Many sources of assessment information may be used to evaluate the subject matter competency of teacher candidates. Both formative and summative assessment should take place within the individual content courses, as well as in the overall program. "Formative" means frequent, achievement-type testing to evaluate relatively small incremental strides made in the student's acquisition of information, knowledge, and skills. This type of evaluation is usually administered on a weekly or monthly schedule. "Summative" means less frequent, benchmark evaluations to measure the proficiencies acquired by students over longer periods of time, such as semesters or years.

Regardless of the type of assessment employed, all evaluation results can be used to alter instruction and/or provide assistance to teacher candidates to improve their competencies and knowledge. Teacher candidates may be given special assignments useful in assessing their strengths and weaknesses in the subject matter. Many regular classroom activities in foreign language courses, however, can provide needed information in assessing subject matter competency. Language skills assessment needs to occur periodically while the candidate is at the upper division level in order to determine his/her progress toward the minimum acceptable entry state for prospective teachers. In most cases, it will be necessary for this specific assessment to be given in addition to evaluation activities for the content of the courses.

In making assessments based on regular classroom activities, it is important that specific competencies be defined and criteria clearly stated. These classroom assessment procedures may be formative in nature and separate from those used to determine the overall summative course grade. Observations would be expressed in the form of a written evaluation by the professor in relation to the specific competencies. In this connection, care must be exercised to

ensure that professors are trained to evaluate in relation to the guidelines. Furthermore, it is important to determine that instruction in the course actually covers the competency to be assessed. Thus, foreign language departments should give serious consideration to the incorporation of the competencies, such as those outlined in these guidelines, into course syllabi. Although the assessment procedures will vary from campus to campus, the following general guidelines should be considered.

A. General Guidelines

1. Assessment criteria and evaluation procedures should be comparable for both transfer and waiver-program teacher candidates.
2. Based on diagnostic assessment information, the candidate may be required to seek additional advisement. An academic plan for continued study, skills development, and knowledge of content would then be made.
3. Assessment procedures should provide for multiple evaluators, some of whom have been specifically trained to rate language skills according to the ACTFL Proficiency Guidelines and the Statement on Competencies.
4. This committee recommends that the ACTFL Proficiency Guidelines and the Statement on Competencies be the references for devising procedures to assess language competency on each campus.
4. The assessment procedure should be monitored periodically for effectiveness and appropriateness. Department faculty should be appointed on a rotating basis to conduct this program evaluation. A major area of inquiry must be reliability among raters to assure consistency.
5. Since all departments must undergo a periodic "Program Review," evaluation of assessment procedures suggested in these guidelines should be included in that review. Such evaluation should be one component used to gauge the effectiveness of the entire waiver program, based on a sample of former students, their supervisors, and administrators.

B. Instruments of Assessment

A comprehensive assessment program **should use several means or instruments** to obtain relevant information. These

instruments may be organized into seven main categories: tests, observation of traditional classroom activities, student projects, portfolios, experiential factors, additional sources, and a capstone course.

1. Testing: Tests can be used as appropriate evaluative instruments to measure candidate ability in a foreign language and knowledge of the culture. Tests can be comprehensive or can assess selected subject matter elements. Tests can be oral or written; they can be commercial or teacher made; they can test receptive or productive skills and knowledge of content areas; and they can be achievement or proficiency oriented. In general, the following tests fall into these categories:

   a. Oral Proficiency Interviews (OPI) or OPI-like formats to measure speaking proficiency. The ACTFL OPI and the Interagency Language Roundtable (ILR) interview are already established as a means of evaluating speaking competency at functional levels. A CSU Oral Competency Interview (CSU-OCI) is another means being explored and developed by the CSU-Foreign Language Council Testing Committee for statewide use. To ensure reliability, these tests must be administered by trained, certified testers. The process leading from initial training to final certification is both expensive and time consuming. Consequently, resources from the system level will be needed to allow for assessments to be administered adequately to all foreign language teacher candidates.

   b. Listening, reading and writing in foreign language should be evaluated using validated criterion-referenced tests developed in relation to valid guidelines. Two such tests are being developed, one by the Educational Testing Service (ETS) and the CSU; the other under the auspices of the California Foreign Language Competency Project. Procedures for rating and for training raters in assessing writing are also being developed. Validated procedures and instruments that reflect ACTFL, ILR, and Statement on Competencies criteria are preferred for use in assessing foreign language teacher candidates over informal locally-developed or norm-referenced instruments and procedures.

   c. Criterion-referenced, locally constructed testing instruments or a published standardized test may be used to measure

language skills. A preliminary screening/diagnostic test should be given when a student declares his/her intention to prepare for a career in foreign language teaching. Early assessment of language skills and follow-up evaluation given at regular intervals will help move the student toward desirable goals. Usually, at the freshman or sophomore levels, language skills and/or knowledge of content areas are being developed; a student who makes a decision at the upper-division level to pursue a teaching career will warrant evaluation of specific content areas.

d. Interviews for foreign language teacher candidates are appropriate for programmatic assessment of language skills. While demonstrating the ability to integrate, synthesize and interpret knowledge about the content areas of culture, linguistics, and literature, the candidate will also reveal language competencies, such as the ability to:

1) Satisfy the requirements of a broad variety of everyday school and work situations.
2) Discuss concrete topics relating to particular interests and special fields of competence.
3) Display some ability to support opinion and to hypothesize.
4 Use communicative strategies such as paraphrasing and circumlocution.
5) Use some differentiated vocabulary and intonation to communicate fine shades of meaning and to explain in detail.

In an interview in the target language, evaluators can probe student responses. The give and take of the interview provides candidates an opportunity to demonstrate a variety of skills and knowledge. Only evaluators specifically trained in language skills assessment can determine the stage of oral language competence. Each evaluator should render an independent rating of each competency area to be assessed.

[Nota Bene: In the case of candidates whose oral competence in the foreign language is at the minimum recommended ACTFL "Advanced" level or Stage 3.1 of Statement on Competencies, an interview entirely in the foreign language may not allow the candidate to reveal ACTFL "Superior" (Stage 4) level understanding and integrative competence in conceptual skills in

relation to the content areas (Cf. Section III, A and B.). Oral language competence evaluated by those questions and probes will elicit the maximum stage and range of topics that the candidate can sustain. In some cases, this Superior level of understanding of content areas may be explored, at least in part, in English.]

e. Examinations in particular courses may be designed in order to address one or more of the competencies outlined elsewhere in this document. When such tests are used to assess competency of prospective foreign language teachers, they should be rated by more than one trained evaluator.

2. Observation of Classroom Participation
   a. Leading and participating in group discussions.
   b. Discussing literature and culture as well as the student's own work.
   c. Giving oral reports.

3. Student Projects: This category represents those tangible things the student has produced, such as:

   a. writings from drafts to final version;
   b. a synopsis or critique in response to an audio or video tape presentation;
   c. an audio/video taped speech given on a selected topic or in response to a specific piece of work;
   d. a written essay at the senior level, on a discrete set of topics (e.g., cultural, literary, linguistics, methodological, etc.), not known by the student beforehand and taken from a range of areas the department deems appropriate based on its program offerings.

4. Portfolios: A portfolio is a collection of student work samples, documents and reports. Portfolios are especially useful for assessing transfer students who may have spent little time on campus and who are not well known to the faculty. Portfolios may contain a wide variety of materials, including those suggested below:

   a. a personal statement of professional goals;
   b. an autobiographical statement including events and influences which led to the candidate's decision to enter teaching;

c. personal writing samples in the target language;
d. journals (written in the target language) kept of travel/study experiences in the target language countries;
e. audio or video tapes in which the candidate demonstrates performance in selected competency areas;
f. Class projects that might include such items as test item development, papers, or other practical projects.

5. Experiential Factors, such as:

a. living and studying in a foreign country or with native speakers;
b. living in a foreign language-designated dormitory;
c. tutoring;
d. community language use, such as internships or other work-related activities.

6. Additional Assessment Information Sources
Other important sources of assessment information are found below; however, assessment should not rely exclusively on these sources:

a. Academic transcripts of coursework completed.
b. Letters of recommendation and other perfomance ratings from faculty, supervisors, or others familiar with the candidate's work or academic performance. A standardized form may be developed for this purpose to focus evaluation responses on specific subject matter competencies. Another approach might involve circulating a list of candidates together with a request for faculty comments or ratings.
c. For teacher candidates who have lived or studied abroad, a description, written or oral, of realia brought back and how such realia might be used in the classroom or how the overseas experience has helped them to understand the culture and to use the language better.

7. Capstone Course
A capstone course in the foreign language might include activities specifically designed to generate a wide range of assessment information. Such a course would probably carry one or two units of credit and be used to demonstrate personal competencies

attained during their studies. The capstone course would be appropriate for all credential candidates, including majors and non-waiver program students. Candidates who transfer into a credential program should be required to take such a course. This course might be team taught and would most appropriately come at the end of the candidate's subject matter course sequence.

a. In addition to summative evaluation, the course would provide an opportunity to reassess previously identified deficiencies.
b. Assessment activities in the course should cover the entire range of subject matter competencies. Although no single candidate is likely to require assessment for every competency, a non-waiver program student may need to be evaluated for most of them.
c. Assessment techniques used in the capstone course would likely include abbreviated variants of those embodied in regular courses, as well as other assessment approaches described elsewhere in these guidelines.
d. In the capstone course, the assessment emphasis would be on verification of competency rather than diagnosis of deficiencies. Nevertheless, some opportunity should be provided for the reassessment of previously identified deficiencies.
e. Finally, the capstone course could provide a focus for subject matter competency assessment. Evaluation procedures themselves could be analyzed and discussed and new approaches tested. These activities would communicate to students that continuing re-evaluation is an important tenet of the teaching profession, no less important than re-certification processes developed in many other fields.

V. RECOMMENDATIONS RELATED TO RESOURCE AND ADMINISTRATIVE ISSUES

State resources are neccessary for the development and implementation of a formal process to assess prospective teachers' subject matter competency prior to entry into the credential program. Such support is necessary whether assessment instruments are developed locally or at the statewide level. Policy makers advocating State standardized tests acknowledge the need for State support for test development.

Test development is only one aspect of the costs. When it comes to test adminstration, it is likely that credential candidates

will have to bear the costs through fees such as those charged for the California Basic Educational Skills Test (CBEST).

The Workgroup on Foreign Language Single Subject Matter Assessment strongly recommends that State support be secured for development and implementation of campus-based assessment of the subject matter competence of prospective teachers.

The recommendations below recognize that State funding is not currently available for development or implementation of subject matter competency assessment by academic departments. These recommendations refer to both development and implementation costs.

A. **Development**

1. The Chancellor's Office could consider earmarking lottery funds for development of assessment models with a primary basis for allocation being the number of waiver programs on campus. However, lottery funds are inappropriate for long-term implementation support.
2. Assigned time could support development of the assessment process. For instance, in large foreign language departments, a faculty member could be assigned 3 (or 4) WTUs for a semester (or a quarter) to chair a development committee. This assigned time would not come from the department's normal allocation.
3. Members of an assessment development committee could serve as a part of their regular committee assignments.

B. **Implementation**

1. On some campuses, integrating specifically designed assessment activities within one or more required waiver program courses could reduce costs. These activities or common assessment assignments could be conducted in several courses each year or a student in the waiver program could be assessed over a period of time by several faculty members who teach waiver program courses.
2. Assigned time and committee work could be used for assessment implementation. For instance, a campus administration might provide 3 (or 4) WTUs for the chair of a standing teacher assessment committee whose members are serving as a part of their regular committee assignments.

3. A capstone course could be established for integrated experiences and assessment purposes. This course could be taught as supervision, activity laboratory, and could accomodate up to 30 or 40 students per term.
4. Some students could be assessed in a specially designed course offered through extended or continuing education. For instance, students planning to enter student teaching or the credential program in the fall term could take such a course during a summer session.
5. For the purposes of specific assessment activities carried out within a course, additional assessors beyond the regular instructor might be paid a stipend through the funds raised by the fee mentioned in 6, below.
6. As an alternative to a course, students could be assessed through locally developed instruments. Such individuals would be required to pay a fee, which would be deposited in a revolving trust fund similar to the accounts established for the upper-division written English tests on many campuses.

C. **Administration**

1. Each department should designate one or more members of the faculty to be primarily responsible for the department's assessment program. Each campus should provide for an appeals process should a student wish to challenge the results of the assessment.
2. A resource center to collect and disseminate information regarding assessment methods, instruments, and experiences would be helpful.

TEACHER CANDIDATE ASSESSMENT PROGRAM

CALIFORNIA STATE UNIVERSITY, CAMPUS X

MODEL A

California State University X has a long-standing policy position in secondary education that professional preparation is a campus-wide, rather than solely Teacher Education, responsibility. At the present time, eleven coordinators from four of the five schools are involved in developing and monitoring programs to prepare high school teachers. With the exception of Business Education and Social Science Education, both methods courses and student teacher supervision courses are handled by senior faculty in the academic unit(s) of the specific single subject credential (e.g. Foreign Languages, Physical and Life Sciences, Mathematics, Art, Music, English, Physical Education, etc.). Over the years, faculty from the area of Teacher Education have been involved in the recruitment and selection of these "academician-educators" in the various departments across campus.

California State University X has prepared secondary level classroom teachers since its founding. From the very beginning, the responsibility of preparing secondary teachers was seen as an All-University task. Thus, in all but two academic areas, the teaching of instructional methods and the supervision of student teachers are conducted by tenure track faculty in the discipline. This collaborative approach is coupled with a philosophical approach to teacher preparation that puts a premium on combining theory and practice throughout the program. Thus, the Secondary Cooperative Teacher Education Program (SEC TEP) faculty has developed a "Learning Center" concept that brings teacher preparation students into the world of the contemporary secondary school within the first week of classes. Moreover, the instructors in the program are drawn from faculty ranks, school district personnel, and master classroom teachers. In this manner, credential candidates are exposed to multiple perspectives regarding classroom life.

ASSESSMENT MODEL A

POINTS OF ASSESSMENT	ASSESSMENT STRATEGIES	AREAS ASSESSED	PURPOSE (Formative, Summative Cumulative)	STEPS TO REMEDY DEFICIENCIES	COMMENTS
JUNIOR YEAR	A-Transcript review & advisement major plus waiver	A-Breadth of coursework and scholarship	Formative	Advisement to appropriate courses	Advisement following work abroad
	B-evaluation forms from upper division language advisor and faculty	B-Writing skills & foreign language competency		Additional coursework or directed work	Students may re-take writing exam
	C-upper division writing test (Exam in writing Proficiency)	C-English Writing Proficiency		Recommend study abroad or community service	
SENIOR YEAR	Same possibilities as junior year				
POST-BACCALAUREATE TRANSFERS	A-Transcript review- GPA major plus waiver	A-Appropriate academic preparation and scholarship	Formative		Additional coursework or review may be asked for if deficiencies exist
AND	B-CBEST	B-Basic skills reading and writing			
CSU GRADUATES	C-NTE (Optional)	C-Prep. in Lit. language		Student must demonstrate competencies before being accepted to the program	
	D-Autobiography and statement of interest	D-Writing skills incl. revision			
	E-Early Field Experience ED 301A and 301B	E-Intro to K-8, 9-12 education			
	F-Youth Experience Non-academic	F- Work with youth			

ASSESSMENT MODEL A

POINTS OF ASSESSMENT	ASSESSMENT STRATEGIES	AREAS ASSESSED	PURPOSE (Formative, Summative Cumulative)	STEPS TO REMEDY DEFICIENCIES	COMMENTS
	G- Interview for competencies in English and Second Language H- Course Summary	G-variety of academic competencies. Language competence. Advanced Level. Statement on Competencies Stage 3.1, English Language Skills			
1ST SEMESTER PROFESSIONAL PREPARATION	A variety of assignment strategies in the Foreign Language Methods class -discussion -group work -written work -videotaped presentations -lesson plans	Virtually all of our sample competencies are assessed during this class	Formative and Summative	Additional study of coursework remedied before admission to student teaching	All deficiencies must be completed.
	Evaluations are submitted by -Master teachers -University supervisors -Methods instructor -Candidate	A combination of subject matter and pedagogical competencies	Summative		
EMERGENCY CREDENTIAL TEACHERS			Summative		

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TEACHER CANDIDATE ASSESSMENT PROGRAM

CALIFORNIA STATE UNIVERSITY, CAMPUS Y

MODEL B

Campus Y has an FTES of 14,000 (21,000 total enrollment) and a foreign language education program that admits 30-40 students per year into a three-quarter secondary credential program. Students are evaluated prior to admission to the program by the departmental advisor or by the department chair and by an advisor from the School of Education. Since relatively few postbaccalaureate transfer students with completed waiver programs apply for admission to the credential program in foreign language, most credential candidates complete their waiver program at Campus Y. Certification of subject matter competency is carried out by the major department; admission to the credential program and training in instructional methods for teaching foreign languages is carried out by the School of Education. The number of quarter units in the various waiver programs varies by language: 66 in French, 60 in Japanese, and 74 in Spanish.

For students in the waiver program, assessment begins at the time of entry into the program. Since most students are community college transfer students, this is usually in the junior year. The student is interviewed in the target language and is assigned to his/her classes on the basis of transfer courses or a placement examination. The student meets periodically with the department advisor to assess his/her progress. Although there is no set policy, these meetings take place approximately twice per year. All students must take a comparative structures course in Target Language/English for which there are four Spanish/French prerequisites and one English prerequisite. Prior to receiving a degree, all students are required to pass the Writing Proficiency Examination in English.

For all students, campus waiver graduates, transfer graduates, and students who have passed the NTE with a minimum score of 600, there is a common assessment procedure prior to certification of subject matter mastery. First, a transcript review is done to ensure scholarship and breadth of coursework in language, linguistics, composition, literature, and culture. Those who are lacking in some

area take coursework to eliminate deficiencies. These courses are chosen in consultation with the department advisor. Students who elect to take the. National Teachers' Examination (NTE) in either French or Spanish (no NTE is currently available for Japanese) instead of a campus waiver program, are required to attain a minimum score of 680.

The assessment of oral proficiency in the target language is accomplished in an interview. Candidates are required to achieve a level of "Advanced" on the ACTFL scale or Stage 3.1 in the Statement on Competencies. During the interview, questions are asked, suggested by the file review, in order to obtain as much information about the candidate as possible. Some of the questions are related to subject matter; others relate to personal experiences and interests. As part of the interview, an attempt is made to complete the assessment of subject matter competency.

Writing competency in the target language is measured through continual assessment in coursework and through an autobiographical essay.

Although candidates are carefully screened to ensure subject matter competency prior to admission to the Single Subject Credential Program, there is continuous evaluation of teaching skills and subject matter competencies throughout the credential program. All prospective candidates for admission to the School of Education must pass the CBEST. They are also required to participate in and provide a written report of at least 20 hours of observations of foreign language classes as part of an introductory course to education. In addition, all of the individuals accepted into the credential program are required to take a course in foreign language teaching methods. In this course, taken prior to student teaching, discussion, group work, writing assignments (including the development of teaching units) and oral presentations (including lesson demonstrations) all provide additional opportunities to review competencies. Any deficiencies noted while the student is in' the process of completing credential coursework must be corrected and satisfactory evaluations received from instructors before he/she is admitted to student teaching.

In summary, this campus uses multiple assessment measures throughout the student's years of study as an undergraduate and as a credential candidate. There are formative evaluations incorporated

in coursework both in the foreign language classes and the education classes; exit criteria have been established for the subject matter and for the pedagogical areas of study; there are opportunities throughout the program to assess and reassess in order to ensure that the candidate is well prepared to begin student teaching and has the ability and skill to become a good teacher of foreign language.

ASSESSMENT MODEL B

POINTS OF ASSESSMENT	ASSESSMENT STRATEGIES	AREAS ASSESSED	PURPOSE (Formative, Summative)	STEPS TO REMEDY DEFICIENCIES	COMMENTS
JUNIOR YEAR	A-Transcript review & advisement	A-Breadth of coursework & scholarship	Formative	Advisement to appropriate courses	
	Continued assessment & coursework in upper division language, composition & civilization classes			Additional coursework or directed work	
	B-Upper division writing test of foreign language (autobiographical essay)	B-Oral/writing skills			
SENIOR YEAR	A-Demonstration of competency in foreign language Same possibilities as junior year waiver check - Interview	A-Oral language competency			

POINTS OF ASSESSMENT	ASSESSMENT STRATEGIES	AREAS ASSESSED	PURPOSE (Formative, Summative)	STEPS TO REMEDY DIFICIENCIES	COMMENTS
POST BACCALAUREATE TRANSFERS	A-Transcript review -Accredited BA -3.0 GEA -Equivalent of waiver program	A. Appropriate academic preparation & scholarship	Formative		Additional coursework or review may be asked for if
AND	B-CBEST	B-Basic skills Reading and writing in English			there are deficieneies
CSU GRADUATES	C-NTE (foreign language and literature) or Waiver (Foreign Language Department interview)	C-Preparation in foreign language, literature & civilization		Student must demonstrate competencies in foreign language before being accepted into the credential program	
ENTRANCE INTO THE SINGLE-SUBJECT CREDENTIAL-PROGRAM					
	D-Statement of intent/ personal history	D-Writing skills in English and in foreign language			
	E-Writing Proficiency Exam	E.Writing skills in English.			
	F-Interview/Program Planning (Education)	F-Variety of academic competencies tailored for each student			

POINTS OF ASSESSMENT	ASSESSMENT STRATEGIES	AREAS ASSESSED	PURPOSE (Formative, Summative)	STEPS TO REMEDY DEFICIENCIES	COMMENTS
	Introductory course				
PROFESSIONAL PREPARATION	A-entitled <u>The teaching Profession</u> - 20 hours of observation in foreign language classes	A-Observation and analysis skills	Formative		
	B-<u>Methods course for teaching foreign languages</u> including: -discussion -group work -written work -teaching unit development -lesson demonstration	B-All competencies are assessed during this class	Formative and Summative	Additional coursework or study	All deficiencies must be remedied before admission to study teaching
	C-Directed Student Teaching *** Evaluations are submitted by - Master teachers -University supervisors Methods instructor in Education and Foreign Language faculty work together to determine additional assessment procedures and monitoring of student progress	C-A combination of subject matter and pedagogical competencies	Formative and Summative		
EMERGENCY CREDENTIALLED TEACHERS	The same procedures apply to the emergency credential led teacher except that the evaluation of teaching competencies at the school site during directed teaching is done by a school administrator and/or the mentor teacher since there is no master teacher assigned.				

TEACHER CANDIDATE ASSESSMENT PROGRAM

CALIFORNIA STATE UNIVERSITY, CAMPUS Z

MODEL C

Single Subject Matter Waiver Programs in French, German and Spanish: Procedures and Responsibilities:

Student:

1. Declares interest to specific Foreign language Waiver Program coordinator (French, German, Spanish).

2. Applies for credential program in the School of Education.

3. Obtains appropriate waiver forms from the Credential Office.

4. Goes through the department Single Subject Matter Competency Assessment process.

5. Follows department recommendations and completes waiver requirements.

6. Completes School of Ed. professional preparation courses and 3 semesters of student teaching, Phases I, II and III.

Department:

1. Appoints Coordinators for each foreign language waiver program: French, German and Spanish.

2. Appoints and trains department student-teacher supervisors for each language.

3. Coordinators, with Supervisors and Chair, make all recommendations on subject matter waivers (content and competency) to the Department of Foreign Languages, then to the School of Education and the University Teacher Education Committee (UTEC).

4. Conducts all parts of the single subject matter competency assessment process.

5. Controls and teaches, with School of Education approval, the foreign language methods course (Course M), offered at least once a year.

6. Maintains yearly, active membership on the University Teacher Education Committee (UTEC).

7. Maintains list of prospective middle and high school foreign language teachers and programs from the campuses service area.

8. Recommends to School of Education all student teacher placements in public schools for Phases II and III of student teaching.

9. Supervises, evaluates and grades all foreign language student teachers in Phases II and III of student teaching.

10. Sends all reports and evaluations pertaining to candidates to School of Education.

11. Maintains active contact with School of Education,particularly the Office of the Dean, the Departinent of Teacher Education and the Credentials Office.

12. Maintains active membership on local and statewide foreign language organizations which periodically entertain foreign language teacher preparation items.

13. Maintains active contact with local public and private school foreign language teachers for better subject matter articulation, teactung techniques and objectives, and placement of student teachers. (The department holds an annual Foreign language Articulation Conference each spring for area secondary and community college teachers.)

Points of Assessment	Assessment Strategies	Competencies Assessed	Purpose	Remedies
Jr. Year	Transcript review, Advising	BA or equiv. in F/G/S Breath and balance of coursework in language, literature & civilization	Formative	Appropriate coursework to complete BA or equivalent
	Input from instructors (optional)	Written and oral F.L. skills		
	Autobiography and interest written statement in target language	Writing skills		Additional coursework
	Preliminary interview	Oral/aural skills and in target language oral competency in English		Additional coursework
Sr. Year & CSUZ Grads	Transcript review, Advising	BA or equiv. in F/G/S Breadth and balance of coursework in language, literature & civilization	Formative	Appropriate coursework to complete BA or equivalent
	Input from instructors (optional)	Written and oral F.L. skills		
	Autobiography and interest written statement in target language	Writing skills		Additional coursework
	Interview	Accuracy of oral/aural skills in target language and oral competency In English	Summative	Additional coursework or directed study for skills improvement
	Spanish: Comprehensive Exam (Parts of exam with deficiencies can be retaken)	Advanced level oral/aural and written skills		Additional coursework or directed study for skills improvement
	French&German: Timed composition	Advanced level written skills		Additional coursework or directed study for skills improvement

Post Baccalaureate Transfers	Transcript review, Advising	BA or equiv, In F/G/S Breath and balance of coursework in language, literature & civilization	Formative	Appropriate coursework to complete BA or equiv.
	alent			
	Input from instructors (optional)	Written and oral F.L. skills		
	Autobiography and interest written statement in target language	Writing skills		Additional coursework
	Interview	Accuracy of oral/aural skills in target language and oral competency in English	Summative	Additional coursework or directed study for skills improvement
	Spanish: Comprehensive E. ...n (Parts of exam with deficiencies can be retaken)	Advanced level oral/aural and written skills		Additional coursework or directed study for skills improvement
	French & German: Timed composition	Advanced level written skills		Additional coursework or directed study for skills improvement
	Coursework in residence at Sum. Lang. Inst. (at least one advanced level course in the target language)	Direct knowledge of academic ability and teaching potential		